2013 "At-a-Glance" Overview:

Michigan School Accountability Scorecards (continued)

What do these colors mean?

Scorecards use a color coding system in place of an AYP status. In order of highest color to lowest, they are: Green, Lime, Yellow, Orange, and Red. Colors are based on meeting targets in the different Scorecard components. Missing targets in some components will automatically lower the overall Scorecard color even if the school or district is meeting all other targets.

2012-13 Accountability Scorecard

Scorecard I By Subject I Completion Rate I Other Factors I Historical Data

Overall District Status: Orange   74/126 (58.7%) Points Possible

ISD Scorecard

Student Group	Mathematics	Reading	Social Studies	Science	Writing	% of Status Points	Completion Rate	Attendance Rate
All Students	2	2	2	2	2	10/10 (100%)	2	...
Bottom 30%	0	0	0	0	0	0/10 (0%)	...	...
American Indian	...	...	...	...	...	...	...	...
Asian	2	2	2	2	2	10/10 (100%)	2	...
African American	0	0	0	0	0	0/10 (0%)	2	...
Hispanic of Any Race	0	2	0	1	1	4/10 (40%)	2	...
White	2	2	2	2	2	10/10 (100%)	2	...
Two or More Races	2	2	2	2	2	10/10 (100%)	2	...
Native Hawaiian or Other Pacific Islander	...	...	...	...	...	...	...	...
Economically Disadvantaged	0	2	0	0	0	2/10 (20%)	0	...
English Language Learners	2	2	0	0	0	4/10 (40%)	...	...
Students With Disabilities	0	0	0	0	0	0/10 (0%)	2	...
Shared Educational Entity	...	...	...	...	...	...	...	...

A three color coding scheme is used for proficiency, attendance, and graduation. Green represents meeting a specific target, yellow represents meeting an improvement target, and red represents not meeting the target nor improvement target.

A two color coding scheme is used for educator evaluations, compliance factors, and participation. Green represents meeting the component requirements, and red represents not meeting the component requirements.

MICHIGAN Department of
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"At-a-Glance" Overview:

Michigan School Accountability Scorecards

What are the Michigan School Accountability Scorecards?

The Scorecards replace Michigan's Adequate Yearly Progress (AYP) report cards that were required under No Child Left Behind Act of 2001 (NCLB). Michigan received a waiver from the U.S. Department of Education in 2012 that allowed for the development of a new reporting system for school performance. The new Michigan School Accountability Scorecards incorporate many of the same student achievement measures used for determining AYP as well as a few new measures.

What components make up the Michigan School Accountability Scorecards?

Up to five components make up a School or District Accountability Scorecard:

- Student participation on state assessments
- Student proficiency on state assessments
- Student graduation OR attendance rates
- Educator effectiveness label reporting and teacher/student data link reporting rates
- School Improvement Plan reporting and school diagnostic reporting

What students are included in the student measures on the Scorecard?

Participation rates: students enrolled at the school/district during the time of testing in an assessed grade

Proficiency rates: students enrolled at the building/district for a full academic year (FAY) and that have a valid test score

Graduation rates: students enrolled at a building for two consecutive count days or at a district for one count day

Attendance rates: all students enrolled at a building or district

Are students still grouped into subgroups?

Yes. Schools and districts must meet targets in the Scorecard components for the school/district as a whole and for the bottom 30% of student achievers as well as for any subgroup that has a minimum of 30 students:

- Race/ethnicity categories
- Limited English Proficient
- Students with Disabilities
- Economically Disadvantaged

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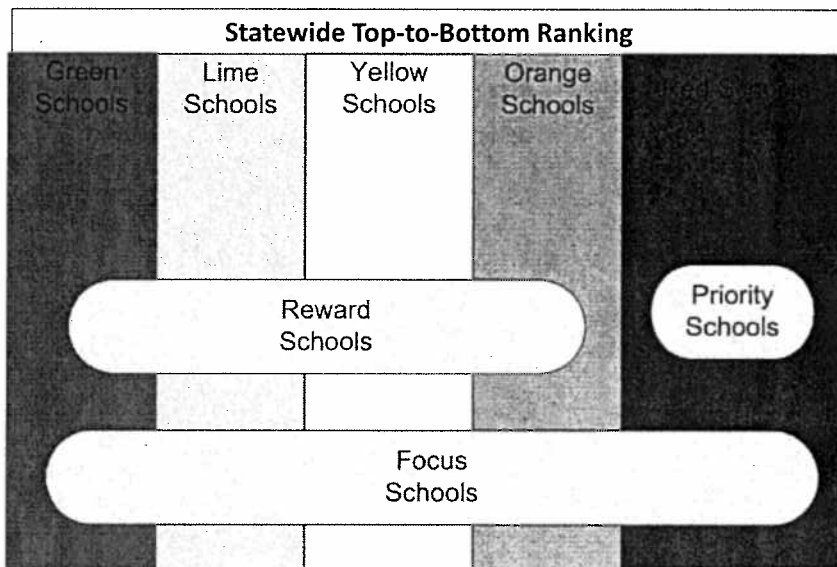2 0 1 2 – 2 0 1 3

Michigan School Accountability Scorecards

Presentation to the House Standing Committee

September 25, 2013
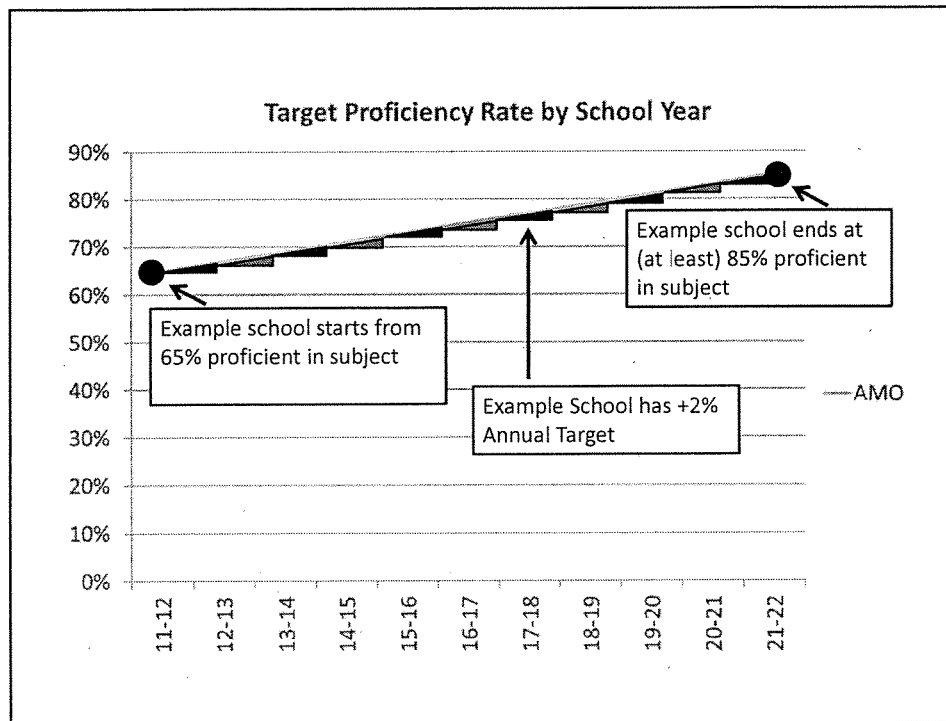
What are Scorecards designed to do?

- Give each school and district a snapshot of their proficiency rates as a whole school and by each subgroup
- Create a strong focus on achievement gaps by identifying a "bottom 30%" subgroup and holding schools specifically accountable for their performance
- Provide diagnostic data to schools and districts

Michigan's System of Accountability

Statewide Top-to-Bottom Ranking				
Green Schools	Lime Schools	Yellow Schools	Orange Schools	Red Schools

Reward Schools

Priority Schools

Focus Schools

Understanding the Components

Priority/Focus/Reward	Accountability Scorecard
Normative—ranks schools against each other	Criterion--referenced—are schools achieving a certain PROFICIENCY level?
Focuses attention on a smaller subset of schools; targets resources	Given to all schools; acts as an "early warning" system; easy indicators
The primary mechanism for sanctions and supports	Used primarily to identify areas of intervention and differentiate supports
Fewer schools	All schools

Target Proficiency Rate by School Year

Example school starts from 65% proficient in subject

Example School has +2% Annual Target

Example school ends at (at least) 85% proficient in subject

AMO

Proficiency Targets

- Same for the entire school and each subgroup, including bottom 30% subgroup
  - Rationale: we do not want to set differential expectations for groups of students
- Based on career-and-college ready cut scores
- Meet your target = green (2 points)
- Miss the target but make it on safe harbor = yellow (1 point)
- Miss the target = red (0 points)

Why so many yellow?

- Rule: Any one red cell means a school or district can max at yellow
  - Example: district is green in the all students category but has a red cell in the economically disadvantaged subgroup in math → maximum color is yellow
  - Rationale: schools and districts should not be able to mask low performance of a subgroup with overall high performance

Why no lime/so few green?

- Because of the rule: any one red cell means a school/district can max at yellow
  - Rationale: A school/district with a persistent low achieving subgroup should not be able to be green.
  - Possible changes:
    - Modify the "one red cell" rule
    - Show the color BEFORE apply audit rules (for information)
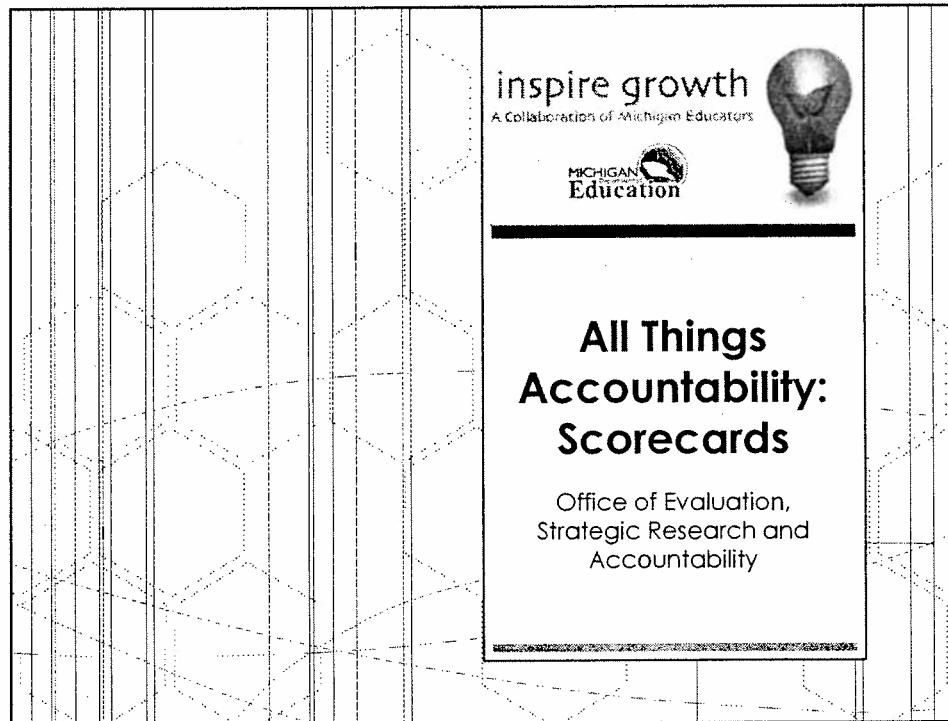
New schools = automatically green?

- No; not "automatically" green
- Given a color based on available data
  - Participation (have to test kids)
  - Compliance factors
  - Reporting
- When have one full academic year student, proficiency data will be included
- Possible changes: give an alternate color than green if no proficiency data are available

Additional information and resources

- www.mi.gov/schoolscorecards
- Provided a more extensive powerpoint and a one-page handout .

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All Things Accountability: Scorecards

Office of Evaluation, Strategic Research and Accountability

Scorecards

o Michigan applied and was approved for ESEA flexibility for 2012-13 school year and onward.

o MDE worked extensively with stakeholder groups and negotiations with USED to determine necessary changes and a new direction for Michigan's School Report Cards.

o Criterion referenced accountability system developed to replace Adequate Yearly Progress (AYP)

o Compliments the norm referenced Top-to-Bottom methodology

o Little/no consequences for poor scorecard results

Scorecards

o Diagnostic tool to evaluate schools overall performance and compliance

o The preliminary and public accountability results look and feel brand new but have familiar pieces and parts, combining the elements of AYP but replacing AYP status with 1 of 5 colors:
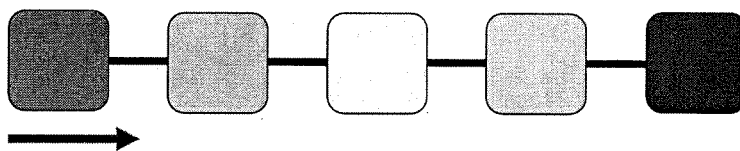
Scorecards

o Like AYP, color status determined for each demographic group where 30 or more students (9 for bottom 30% group)

o Individual "cells" use red/yellow/green coding scheme for proficiency, grad rate, and attendance

o Individual "cells" use red/green coding scheme for participation, ed evals, and compliance factors

What's stayed the same?

Most of the inner workings of AYP remain the same:

Component	Target Rate
Assessment Participation	95%
Assessment Proficiency	Custom for School
Graduation Rate	80%
Attendance Rate	90%

What's changed?

Additional criteria added:

Component	Target Rate
Educator Effectiveness Label Reporting in REP	100%
Teacher-Student Data Link Inclusion Rate	95%
School Improvement Plan (SIP) Completion	Complete? Y/N
SPR 40/90 or Assist SA Completion	Complete? Y/N

What's changed?

Additional criteria added (continued):

Component
Additional "Super" Subgroup: Bottom 30%
"Asian" and "Native Hawaiian or Pacific Islander" subgroups split
Attendance rates are no longer applied at the subgroup level
Participation given additional flexibility for subgroups sized 30-39

Pre-Audit Scorecard Color

o Pre-audit scorecard color based on percentage of points earned through proficiency and compliance

o Point System Color Scale:

■ 85% or Greater Points
▧ 70 to 84%
☐ 60 to 69%
■ 50 to 59%
■ Less Than 50%

Scorecard Audits for Overall Color

After determining overall color based on points, check to see if any of the following "audits" apply that limit best possible color:

☐ Has 1 red cell for any subgroup/subcomponent in:
- Assessment Proficiency
- Assessment Participation
- Graduation
- Attendance
- Educator Evaluations
- Compliance Factors

■ Is a Priority School?

■ Has More than 2 red cells any subgroup or 1 all students group and 1 subgroup for participation?

■ Has exactly 2 red cells for any subgroup for participation?

High Frequency of Yellow Scorecards... Why?

o Schools accountable for proficiency of bottom 30% subgroup
  o If 1 red proficiency cell → overall color cannot be above yellow

o Yellow has the most audits that feed to it

o Accountability for all tested subjects
  o NEW for science, writing and social studies

Proficiency Targets

Targets are based on 2011-12 proficiency rates:

o (85% – current percent proficient) / 10 = annual increment

o Increments do not reset

o Proficiency targets are set using PLs 1 & 2 only (not Provisional or Growth Proficient)

o Provisional and/or Growth Proficient **will help you** meet targets

Example of Proficiency Targets

o School has 65% proficiency in 2011-12 school year. School must be 85% proficient by 2021-22 school year.

o Subtract baseline target from end target rate and divide by the number of school years in between.

(85 – 65)/10 = +2% annual increment of target

o The school's target would be 67% in 2012-13, 69% in 2013-14, 71% in 2014-15, and so on.

Target Proficiency Rate by School Year

Example school starts from 65% proficient in subject

Example school ends at (at least) 85% proficient in subject

Example School has +2% Annual Target

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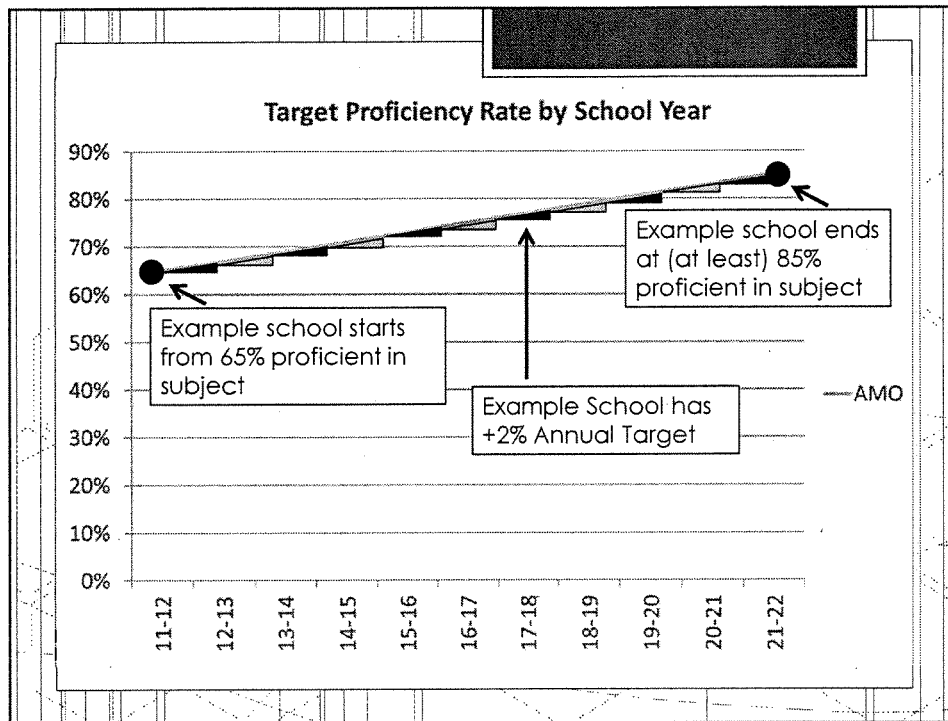
Who counts toward proficiency? FAY!

o Students that were present in the building for the last:

- o 2 count days + student in end-of-year collection (Elem./M.S.)

- o 3 count days + student in end-of-year collection (H.S.)

o Only FAY students can count toward a school or district's proficiency rates for accountability purposes

o Limits the impact of student transiency on accountability

o Ensures that only students that have been educated by the school/district count for proficiency

Who counts as proficient?

o "True" Proficiency
  o FAY students with performance levels of 1 or 2

o Provisional Proficiency
  o FAY students whose scale scores are within 2 standard errors of the cut score for that content area assessment

o Growth Proficiency
  o FAY students whose year over year performance level change is at significant improvement (SI) or improvement (I)

Meeting Proficiency Through Safe Harbor

o Safe Harbor based on 80th percentile of statewide proficiency for the subject and building level for math and reading

o Use school/district improvement slope to determine met/not met using the most years available slope of the following:

  o 4 year slope
  o 3 year slope
  o 2 year slope

Safe Harbor (continued)

o Safe Harbor based on reduction in the percent of students that are not proficient to the tune of 10%

o This is the safe harbor method under AYP and applies to science, writing, and social studies
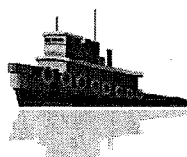
Participation Rates

o 95% of students are still required to be tested to meet the assessment participation target for the scorecard

o NEW: If student group size is 30-39, target is no more than two non-participants (this makes it so that a single student cannot result in not meeting the target participation rate)

o If student group size is 40 or more, target is 95% participation

Participation Rates (continued)

- o Multi-year averages currently used for math and reading

- o Multi-year averages for science, writing and social studies available for other subjects as we move forward

- o Important that schools submit issues for their students that were expected to have been assessed, but did not test

- o Participation has been a frequent reason why schools/districts have orange or red scorecards this year

Graduation Rates

- o Graduation rate target of 80%

- o In addition to using "best of" 4, 5, or 6 year cohort grad rates for scorecards, if 80% is not initially met, rate will run through an improvement metric:

  - o Graduation Improvement Target
    - o 125% of Previous Year's Graduation Rate

2010-11 Grad Rate = x%
2011-12 Grad Rate = y%
If y >= x + (.25*x), Improvement is MET → 1 point

Attendance Rates

o Attendance rate target of 90%

o In addition to using single year attendance data to meet the attendance target, if 90% is not initially met, rate will run through an improvement metric:

    o Attendance Improvement Target
        o 110% of Previous Year's Graduation Rate

2010-11 Attendance Rate = x%
2011-12 Attendance Rate = y%
If $y >= x + (.1*x)$, Improvement is MET → 1 point

Scorecard Logistics and Navigation

o **Preliminary Scorecards** reside on the newly-redesigned Secure Site and detailed student summary data is displayed there
    o Secure Site will handle appeals during the appropriate appeals timeframe

o **Public Scorecards** reside on MISchoolData.org with the Top-to-Bottom Rankings

Reading Scorecard

Reading Scorecard - Participation Detail

Navigating the Scorecard

Academic Year
2012-2013

District

School

Refresh

Student Group	Students Enrolled	Students Assessed	Percent Assessed	Two Year Average %	Three Year Average %	Met Goal Level - 95%
All Students			100.00			
Bottom 30%			-	-	-	-
American Indian or Alaska Native			.	-	-	-
Asian						
Black or African American						
Hispanic Or Latino						
Native Hawaiian or Pacific Islander						
Two or More Races						
White						
Economically Disadvantaged						
English Language Learners						
Students with Disabilities						

Refresh

Reading Scorecard - State Objective Status

Navigating the Scorecard

Academic Year
2012-2013

District

School

Refresh

Student Group	Total FAY Assessed	Total Proficient	Percent Proficient	Single Year %	Two Year %	Three Year %	Pts. Earned/Pts. Possible	Met State Objective
All Students				%	%	%	2/2	
Bottom 30%							0/2	
American Indian or Alaska Native							.	-
Asian							-	-
Black or African American							-	-
Hispanic Or Latino							-	-
Native Hawaiian or Pacific Islander							-	-
Two or More Races							-	-
White							2/2	
Economically Disadvantaged							2/2	
English Language Learners							-	-
Students with Disabilities							-	-

Refresh

Resources and Questions

Contact Us:

MDE-Accountability@Michigan.gov

-or-

(877)560-8378, Option 6